DOCUMENT RESUME

ED 057 686 FL 002 795

AUTHOR	Hanzeli, Victor, Ed.
TITLE	FLES Evaluations.
INSTITUTION	Washington Univ., Seattle. Washington Foreign Language Program.
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	71
NOTE	66p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Classroom Observation Techniques; *Curriculum Research; *Evaluation Criteria; Fles; *Fles Programs; Language Instruction; Measurement Techniques; Program Content; Program Development; *Program Evaluation; *Teacher Attitudes; Teacher Evaluation; Teacher Influence; Teaching Methods; Tests

ABSTRACT

This report on the 1968-69 FLES programs of the Seattle and Highline, Washington, school districts, was prepared by the Washington Foreign Language Program. The program evaluations, a joint effort of the project director and three public school and university teachers, focus on the form and substance of the existing FLES programs. Questionnaires are used extensively in the Seattle study, and a summary of results is included. Excerpts on the teachers' questionnaires lead to a discussion of strengths of the program with recommendations. The Highline report, based on analysis of FLES programs in 13 schools, discusses methods of evaluation, findings, program planning and development, curriculum, teachers, media, methods, evaluation, and testing. (RL)

ED057686

FLES EVALUATIONS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Victor Hanzeli, Editor

FL002795

Washington Foreign Language Program
University of Washington
Seattle, Washington
1971

FLES EVALUATIONS

In the 1968-69 academic year, the director of the WFLP was asked to evaluate the FLES programs of the Seattle and Highline school districts. The director cooperated with three public school and university teachers in the evaluations, and prepared the following reports for submission to the school boards. The reports are included in the final report of the WFLP for their possible value to the profession as models for FLES evaluation, as well as for their implicit and explicit recommendations for the effective utilization of the resources available to most school districts.

AN EVALUATION OF THE FLES PROGRAM

in the

Highline Public Schools

by
Louise S. Faye

Dolores Sanders

Paul McRill

I. What We Tried to Do

As we understood our instructions, we were to examine the form and substance of the existing FLES program. We tried to determine whether the form is an adequate model for future expansion and development, and whether the achievement of students matches the stated goals of the curriculum. We tried also to detect any present or potential malfunctions of the program and to formulate advice for correcting or preventing such difficulties.

II. How We Worked

All three evaluators examined the printed materials that were made available to us by the school district, and became familiar with the various teaching materials in use here, including audiotapes and visuals.

At least thirteen schools were visited by one or another of us, some of them by all three, others by two, though we conducted our visits separately. Some visits were more or less conducted or planned for us. In other cases, we determined our own activities.

All three of the Spanish specialists were observed while teaching and were interviewed at length. A considerable number of classroom teachers (and the native informant at McMicken Heights) were observed while teaching Spanish. These observations covered every conceivable phase of the teaching process. The evaluators were able to talk with most of these teachers and with a number of school principals. The main purpose of such conversations was to discover attitudes and opinions about the FLES program.

Students were observed while taking tests, learning new content through television and other media, doing follow-up or review lessons, using practice tapes, playing games, and so on. Their performances were noted in situations exemplifying all levels of teacher competence, from the poorest to the best (mostly good).

Having done our homework, made our visits, and carried out our interviews, we conferred with each other and compared notes. We found that our separate observations were mutually reinforcing, so our notes were pooled, to be unified into this report, which is approved by all three committee members.

III. What We Found

Program Planning and Development. Preliminary planning of the High-line FLES program was rather careful and deliberate. It provided for the involvement of school principals and outside advisors. The induction of teachers and whde schools into the program is being accomplished gradually. So far, the process has depended mostly upon persuasion and voluntary commitment. Such commitment has been encouraged by the availability of help from the central staff, and by a willingness on the part of supervisors to let the unprepared teacher move toward perfection by small stages. As a result of this enlightened administrative policy, anxieties and frictions are at a minimum, and the program has continued to show respectable growth and improvement.

Curriculum. The goals of the program are sound. The experiences provided for the children are gnerally consistent with the goals. There is some unevenness in articulation, partly due to the growth pattern of the program (voluntary commitments are often distributed in a patchwork fashion), partly due to the inevitable differences among teachers. There seems to be no careful provision yet for articulation with the program at the secondary level.

Special Teachers. The three specialists are excellent teachers. They provide good leadership for the program.

Their importance to its health and growth can hardly be exaggerated. In addition to their obvious contributions (teacher training, preparation of materials, example in the classroom, etc.), their indispensable role as morale builders and curriculum stabilizers must be considered. This is particularly significant during these developmental years, but will continue to be important as long as the classroom teachers are a mobile and fluctuating population of non-specialists.

The once-a-week appearance of the special teacher is adequate in most classrooms. Where the classroom teacher has a special need, more frequent teaching by a specialist could profitably be scheduled until the situation improves. By the same token, there are some classroom teachers who have achieved the competence and self-confidence to go it alone. For these teachers, an occasional visit by the specialist would suffice. This kind of situation will probably never be typical.

Classroom Teachers. Almost all classroom teachers participating in FLES (both the typical volunteers and the occasional recruits who felt some pressure to join) are performing adequately. As might be expected, there is a wide range of quality and quantity in their work in Spanish, as in other subjects.

Those teachers who are fully adopted into the "official" program, that is, those who enjoy the regular services of the special staff, generally have a smoother operation.

Children in the classes of go-it-alone volunteers usually have a satisfying and valuable experience, largely because of the strong motivation of the teacher. However, in some cases, it can hardly be said that a program exists. Due to the spottiness of the sequence from year to year, these classes must be considered as enrichment experiences. They are better than no FLES at all and, one hopes, provide a nucleus for full program development.

However the teaching time may be divided between the specialist and the classroom teacher, the contribution of the latter is at least as important as that of the former.

While the special teacher's indispensability stems from his expertness, his practical services and his curriculum control, the classroom teacher's greatest service is symbolic.

By saying this, we do not mean to minimize the great load of practical work done in Spanish by the classroom teacher, nor his obvious advantages over the specialist in matters of scheduling and the integration of Spanish with other subjects. Rather, we call attention to the fact that even a good specialist is only a transient in the classroom, while the classroom teacher is the constant guide and leader of the children. It is important to their forming a value scale whether the teacher values language learning enough to take part in it. The implications of a negative or indifferent attitude are clear.

The Native Informant. Only one school -- McMicken Heights -- has a native informant. What should have been a valuable asset to FLES here has become a liability. A native who is not a skilled teacher -- as Rodolfo and most others are not -- is valuable in language teaching for only one reason. He can be a perfect model of native speech in class exercises.

At McMicken it was incorrectly assumed that the presence of a native made unnecessary the presence of a special Spanish teacher. They are in no way equivalent. The FLES program at this school has been weakened by both the absence of the specialist and the bad teaching of the native informant. In spite of his obvious intelligence and good will, Rodolfo is a poor teacher, and he knows it. Lacking the guidance of an expert teacher, he does little of what he is ideally equipped to do -- the modeling of speech patterns -- and spends his time in translation exercises that are ill conceived and poorly executed.

The classroom teachers at McMicken feel keenly the loss of their special teacher.

Television. With some exceptions, the visual and acoustic quality of TV reception is good enough. The quality of teaching is high. The content and arrangement of the TV lessons are more effective at the first level than at the second.

The fact that the first level is better received by children and seems to lead to more and better learning is probably due to two factors. First, the early lessons have had extensive revision and improvement. Second, children are apparently somewhat tired of the TV lessons by the time they reach Level II. There is not much novelty or variety in the telecasts.

The manual for the TV series is hard for many teachers to use. They need a better manual or better orientation to this one.

All in all, the TV lessons are valuable to the program -- but mostly at the first level, and especially when heavily supplemented by live teaching. Morale and learning are lowest in the classes that place most dependence on television alone.

Other Basic Teaching Materials. After Level I, the use of other text materials seems to have favorable results. This is particularly true of the Encyclopaedia Britannica film text, La Familia Fernández. Changing to this set of materials revitalizes the interest of children and teachers, not only because it is a change, but also because it has intrinsic advantages. It allows more control and flexibility in lesson planning; the materials are attractive; a considerable diversity of activities is provided; the teaching is more personal.

Supplementary Materials. The central staff does a good job in providing tapes and visuals for teachers, and teachers themselves provide other aids. Still, there are rarely enough, especially in the category of visual aids. One almost universal suggestion by teachers is that some kind of visual library, coded to lessons, be provided in each building.

The practice tapes are very effective and well liked by teachers. Some teachers not in the "official" program don't know about them,or are not regularly supplied with them.

Inservice Training. Inservice classes have apparently been very good. Almost all teachers who have participated praise them. Many want continuation courses, and some feel ready for college courses. The availability and effectiveness of inservice training are very important in a program that depends heavily upon the involvement of classroom teachers.

Student Achievement. As always in FLES, student achievement is directly proportionate to the quality and quantity of teaching. Young children are always able to learn more language than we are prepared to teach. In Highline, the learning situation is generally good, so the quality and quantity of learning in Spanish are generally good. This generally satisfactory level includes some rather poor showings and some outstandingly good ones, but most classrooms would have to be graded somewhere between.

Considering only the fully-operating core program, achievement is quite satisfactory.

Testing. The television tests are somewhat superficial in that they deal with only a limited portion of what might be tested. This is generally true of other tests in use at present. Still, it would be a mistake to try for utter thoroughness and objectivity in FLES testing. Every recitation is a test, and we should not indulge our passion for formal testing at this level of a language program. If Spanish is to appear on the grade card, as some propose, the grade shown should represent a balanced judgment by the teacher, not an average of test grades.

Attitudes. Classroom teachers, being for the most part willing participants, have a rather positive attitude toward Spanish, and the children reflect the teacher's attitude. Some principals have a very positive attitude toward the program. Others who are less enthusiastic tend to be at least tolerant, and to follow a line of cautious acceptance.

Even teachers and principals who are most cordial to FLES are typically without a sound rationale for their support. They tend to rely on the "international understanding" clichés (which have only a remote and uncertain validity) or the practical vocation-and-travel theme (which is inapplicable for most students). Most are seemingly unaware of the central role that language learning can play in individual development of communication skills and self-awareness, or of the force that it may have in one's own community in easing intercultural tensions.

IV. What We Recommend

1. Continue the development of the FLES program along its present lines.

1. (cont.) This recommendation applies particularly to the continued use of thoughful planning, the involvement of all categories of people (including parents), and the use of persuasion and helpfulness to earn support.

2. Give as much attention as possible to the articulation of different levels, with special attention to the transition to the junior high school.

3. Hire more specialists as the program grows. Maintain a special staff large enough to continue teaching at least one lesson per week in each classroom, and provide all that is necessary in the way of inservice training and the preparation of supplementary materials.

4. Provide for an extra measure of help for the classroom teacher who needs it while learning.

5. Develop a FLES newsletter to inform teachers of available services, to help educate them in the theory of FLES, and to remind them that they are indispensable.

6. Use native informants well or not at all.

7. Establish visual libraries in schools.

8. Keep television as an integral part of the program, but phase it out at upper grade levels, and always subordinate it to live teaching and personal contact. Inservice training should stress the importance of the live teacher.

9. Base the upper levels of FLES on something other than television, preferably a good balance of film, audio tape, printed materials, props and visuals, and, of course, live teaching.

10. Make inservice classes available when and where they are needed, at the levels required and for even small groups of teachers, This is a cheap investment with big profits.

11. Keep Spanish off the report card until the program is fully developed, but encourage teachers who are in the program to write comments about Spanish on the report card.

12. Resist the financial temptation to dilute the effectiveness of the program while increasing its size. The number of special teachers should not be too skimpy, nor their class load too large. A program stretched too thin will nullify all of the good work that has been done.

Evaluation of the FLES Program
In The Seattle School District
1968-69

by

Paul McRill, Director
Washington Foreign Language Program

and

Eurnice Faber
University of Washington

REPORT OF VISITS TO SCHOOLS

Eunice Faber

To prepare for the evaluation of the FLES program a meeting was held with the foreign language consultants in order to gain an over-all view of some of the main problems encountered by them,by classroom teachers and by principals. This half-day discussion period proved invaluable in helping to focus on the kind of information to be sought through personal interviews and through questionnaires.

Three kinds of questionnaires (the sample forms have been included in this report) were sent to each elementary principal: (1) a request for a brief general statement from each principal concerning his opinion of the FLES program as it had developed in his building; (2) a questionnaire to Spanish teachers, grades 3 through 6; and (3) a questionnaire designed to gain some insight into the reaction of parents to the FLES program.

The harsh winter weather caused a one-month delay in completing the questionnaire forms and getting them mailed to the schools. For the sake of expediency, we requested that if sufficient numbers of questionnaires had not been sent to a particular school, that additional forms be requested or that the schools themselves duplicate those needed. Apparently, the latter method was the one most generally used. We had excellent response from the questionnaires, most of which were received before the indicated deadline of March 10.

Since visits to the schools had to be postponed until mid-February, the number of schools we could contact personally was quite limited. Nevertheless, it is felt the random selection of schools involved in the FLES program offered a good sampling of common practices. I spoke with principals -- often at great length --, to Spanish teachers of all grade levels and to a few parents. I observed in a fair variety of classrooms, in several of which I was asked to participate in the role of teacher. I was also fortunate enough to be able to observe an after-school demonstration class offered by one of the consultants as part of the in-service training program.. That my sampling represented the norm in terms of classroom activities, methods, materials, teacher-training and attitudes is borne out by the statements made on the completed questionnaires.

It is regrettable that advance appointments for school visits were not feasible, since time was of the essence. Undoubtedly, such a procedure would have assured greater opportunity for classroom visits. Nonetheless, in each building principals, staff and teachers were immensely cooperative and cordial during the interviews.

In many buildings I was asked to meet with teachers during coffee-break, a free period or at lunch. This procedure was time-saving and provided a broader contact with teachers in those particular buildings.

However, I remain extremely disappointed that I was not able to visit more classes. In the schools in which I did, I felt the experience rewarding and profitable in view of the insights I gained into methods and materials being used in the TV follow-up, the reactions of children to the program, the degree of teacher preparation and general attitude toward the program.

Most principals with whom I talked seemed to be on the defensive when asked about the Spanish program in their buildings. Some confessed the Spanish program was "virtually non-existent." The main reasons given for failure to develop anadequate program followed a similar pattern from building to building: (1) lack of conviction on the part of principals and/or teachers of the role of foreign languages in the elementary curriculum in light of the need to concentrate on the "basics"; (2) the overwhelming difficulty in scheduling Spanish under the platoon, un-graded or continuous progress system; (3) the inability to find time for Spanish in an already over-crowded curriculum; (4) Spanish sacrificed for experimental programs in areas such as Physical Education or Science. In one building a former native-speaking Spanish teacher had been assigned a class of slow readers. It was felt her load was too heavy to ask her to continue to coordinate and teach in the Spanish program. Home-room teachers under the continuous progress system pointed out they have only a few minutes each day with the group of children in their charge. Even if they wanted to teach Spanish (and quite a large number expressed their desire to do so), the Spanish TV lesson cuts across group scheduling. But in spite of the brief time teachers have in the home-room, some few were still trying to greet the children, take attendance in Spanish and use the language wherever possible throughout the day. It was pointed out that in changing over to new methods of scheduling, even principals must sometimes take classes so that specialists among their teachers can be used to the best possible advantage. In reply to the question concerning the use of "Spanish specialists" in such buildings, it was revealed they did not exist or did not have the support of other teachers in working out a new type of scheduling for Spanish.

By and large the most consistent complaint among teachers and principals was lack of time to include Spanish in the crowded curriculum. The time element also entered in the complaints of teachers who feel their preparation in Spanish is inadequate. Too much preparation time is required for daily lessons to produce adequate results. Most of these were teachers at the fifth or sixth grade levels, many of whom were male teachers. Practically all of the male teachers with whom I spoke revealed a negative attitude toward the program as a whole. The general feeling seems to be that they are too inadequately prepared for their level and are quite frank in their belief that their own attitude has a detrimental effect on pupil motivation. I heard more consistently among upper-intermediate teachers complaints about the content and tempo of the TV lessons. In a large and apparently growing number of cases, teachers at the upper levels who are trying to keep the Spanish program going and who feel they have had some success, have experimented with substitute materials such as the VAL notebooks or the Familia Fernández materials.

Many of these teachers feel that the approach of offering Spanish to all children is a "waste of valuable time," and that Spanish (perhaps along with other languages) should be offered as an elective in an enrichment program for pupils of high aptitudes. One recurring complaint, serious enough to merit attention, also comes principally from the upper-intermediate group of teachers. They trace their attitude of "rebellion" and their resistance to FLES in general to the manner in which Spanish was initially introduced into the elementary curriculum. In their own words, expressed over and over again, "Spanish was crammed down our throats." They feel quite strongly that they should have been better informed from the beginning as to the goals and objectives of the program and granted the opportunity to express their opinions. In a few cases the introduction of Spanish into the curriculum was likened to that of Economics which they feel also has been "imposed."

Principals, especially in the central area schools, tend to believe it ironic to attempt to teach Spanish to children whose needs in other subject-matter areas are not being met. They point to the difficulty children in their schools experience with their own language which some feel is a kind of "second language" already. As one principal put it: "I would rather teach these children to add correctly 7 and 8 than to give them a smattering of a foreign language they will probably never use."

To sum up, I found evidence of deep concern among principals and upper-intermediate teachers over their inability to maintain a continuing and well-articulated program from one grade level to another; an expressed need for more adequate materials either to supplement or replace the TV program; a further need to be convinced that Spanish deserves to be considered a "priority subject" when more basic needs are not being properly met in an already crowded curriculum; a multi-lingual approach which would offer choices of several languages as electives to a select few with specialists doing the teaching. Very few, indeed, in this group went so far as to express a desire to see the Spanish program discarded. The positive aspect of their complaints is, perhaps, best exemplified in the statement "let's do it right --- or not at all." Thus it would seem that the negativism encountered stems from an earnest desire to see a good quality program and the frustrations experienced when this is not achieved.

At the third and fourth grade levels I heard few complaints with respect to the program. The few I did hear, however, were perhaps more adamantly expressed than were those of the upper grades. They centered upon not being informed that they would have to teach Spanish when they entered the school district; that they are left by administrators and supervisors "to fend for themselves;" that materials are grossly inadequate in terms of both quantity and quality; the tragedy of seeing the gains made in grades 3 and 4 lost when children find no continuing program to challenge them in grades 5 and 6.

At this level perhaps the greatest need is for greater confidence on the part of the teacher with respect to her accomplishments despite her own feelings of inadequacy in both the language and techniques. Some of them voiced the answer to their needs when they expressed the desire to have more and regular contact with consultants and more in-service classes designed to meet their specific needs (both language courses and methods and techniques.)

In some of the classes I visited at this level, I found the children highly motivated and performing well in Spanish in terms of pronunciation, structure and comprehension. It is significant that the most outstanding class I saw in terms of motivation, variety of approach and acquired skills was that of a teacher who has had no formal training of any kind in Spanish except what she has learned from watching TV with the children. Her techniques she has acquired in in-service classes and work-shops and through imitation of the TV teacher. Many teachers at this level complain, in my opinion, because they are totally unaware of how well their students perform.

The excellent demonstration class which I observed at an after-school hour was initiated at the request of third and fourth grade teachers. With closer contact with consultants and provisions for adequate supplies of quality materials in each building, the Spanish program at the third and fourth grade levels should present few problems. It was interesting that the vast majority of teachers at these levels expressed the desire to see the program extended down into the primary grades.

REPORT OF VISITS TO SCHOOLS

Paul McRill

In all, I was able to visit fifteen schools, some from the south end of the district, some from the north. By previous arrangement, Eunice Faber visited the middle. I had hoped for a greater number of visits, but the snow storms, the press of other business, and the difficulty of scheduling some visits contributed to a reduction in number.

As it turned out, I think that fifteen schools (plus a similar number for Professor Faber) were enough to see at least a sample of everything that is going on in the FLES program. There were hardly two visits alike in form and substance. The schools differed by size, community, type, curricular pattern, administrative policy, general quality, morale and attitude.

Each of my visits included at least an interview with the principal. Almost all included group or individual interviews with faculty from the appropriate grade levels. In a few schools, I talked to all or nearly all teachers in grades three to six. In about half of the schools, I visited actual Spanish recitations of several different types.

Class visits. I wanted to visit Spanish recitations in all schools, but couldn't. In a few cases, there were none to be visited. Most of the time, class visits were difficult or impossible to arrange because my visiting time did not coincide with the TV schedule or some other fixed schedule. In a few schools, more classes were available than I could possibly visit.

There is little to say about the classrooms where teachers are actually carrying out the program, either with or without TV. The quality of teaching is almost always good enough, frequently excellent. These teachers tend to be more apologetic than they need be about their pronunciation of Spanish and their control of speech patterns. True, a few errors or substandard usages can be observed, but they are usually not reflected in the children's speech, due to the correcting influence of TV and tape. The most common deficiency is too heavy a reliance on TV, and too little active leadership by the teacher.

Some schools have solved the teacher problem to their satisfaction by arranging to have the most able teachers teach Spanish in a number of classrooms. Others have abandoned the TV program, at the upper grade levels, in favor of Familia Fernández or other materials. In one of these, I saw a mass recitation of three combined classes whose teachers worked as a team, scheduling smaller recitation units at other times during the week. The operation seemed to be going well, and to be well received by children, teachers and principal. The principal here views FLES as a unifying factor for his ethnically-diverse population.

In the "Northeast Complex", I missed the weekly recitation led by high-school teachers and students, but saw follow-up recitations led by a native speaker. The children were doing well in Spanish and seemed to have good attitudes toward it. I was pleased by the (very rare) evidence of cooperation between elementary and secondary schools, but a little worried because the influence seemed to flow too much in one direction. No steps had yet been taken toward articulating this venture with the seventh grade, where normally a new start is made in the same materials now being covered in the elementary school.

Local adaptations of the district program are probably a good idea for future development, but I seriously question whether high-school people should initiate and operate programs without seeking the help and advice of FLES specialists already on the district's payroll. I also think it unwise of elementary-school principals to assume that high-school teachers understand elementary education and will unfailingly serve its purposes.

In summary, the learning of Spanish seems to be progressing satisfactorily under the various arrangements whereby it is actually being taught by someone. It is not progressing satisfactorily where a teacher merely turns on the TV set, or where the whole question is being ignored. In fact, the mere quantity and quality of learning is the least interesting issue that has developed in my part of the evaluation, being quite predictably dependent upon other things.

Interviews with principals. A few principals provide positive leadership in FLES. The program generally thrives in their schools.

A few principals are openly negative about FLES. The program hardly exists in their schools.

A larger number of principals profess to have positive attitudes about FLES in the abstract, but, for a variety of reasons, are not doing much about it in the concrete. The program exists or doesn't, room by room, in their schools.

Here are some of the reasons given for the failure to provide positive implementation of the program, in approximate order of frequency.

1. It is a questions of priorities. Too many more important things are competing for the available time and energy.
2. In the absence of trained teachers, I can't insist that teaching be done by the incompetent.
3. Children in a low socio-economic group are not willing to learn a foreign language, or need other subjects more.
4. The program was forced on us, and has created so much resentment that it cannot be successfully operated in many classrooms.
5. The TV instruction can be used only in the early grades. By the fifth grade, the children are bored.

6. The TV content goes too fast, and the speech is indistinct, making it hard for teachers and children.
7. Teachers who don't know Spanish have to spend so much time preparing for a fifteen-minute lesson that it is not fair to other subjects.
8. The inservice training program has not been adequate. There has been too little of it, and classes have been held at too great a distance, and on the teachers' own time.
9. The FLES specialists have been helpful, but there aren't enough of them to give regular help on a continuing basis.

Some principals were proud of their FLES programs and said that they would want to keep them, even if the district dropped its program. These principals usually had suggestions for improvement -- more native informants, more coordinators, centrally produced visuals available in the building, more varied TV programming, and so forth.

Some principals wanted to avoid scheduling an interview. They seemed a bit cornered and uncomfortable when we started to talk, but invariably warmed up to the conversation. Most of them are very naïve about FLES, and are understandably reluctant to discuss the subject that they know least about. Even so, most of these principals revealed a potential for enthusiasm and leadership --<u>if</u> they could have a dependable apparatus for operating the program, <u>if</u> they could understand its educational values, and <u>if</u> they could improve the morale of their faculty.

It seemed to me that many principals (in personal interviews as in written statements) revealed some feelings of guilt with respect to FLES. They seem to be generally able and responsible people, who just don't know what to do about this program. Consequently, they would rather direct their energies toward things they understand better, especially if this avoids friction with teachers.

<u>Interview with teachers</u>. Teachers spoke freely, even though some of them suspected me of being an agent of the establishment. Very, very few of them opposed FLES as a matter of principle. But most of them were very critical of the Seattle program.

Most of the negativism, I am convinced, comes from teachers' sense of inadequacy in this subject. They not only feel that they don't know Spanish well enough, but that they can't possibly learn it well enough. At this point, it is probably of little importance whether their feelings reflect objective truth. Emotional truth is at least as powerful as objective truth.

In each building, the morale of the faculty reflects rather accurately the kind of leadership that the principal gives. Or, perhaps, in some cases the leadership reflects the faculty morale. In one or two buildings where the principal was quite negative, there were a few hardy teachers who liked Spanish and taught it regularly.

Oddly, teachers who were enthusiastic about FLES were more reticent than its detractors. In group interviews, positive comments were rare. In private interviews, enthusiasm was sometimes shown apologetically -- "I know that doesn't agree with the position of the Teachers' Association."

Teachers generally said the same things that principals said, the same things quoted from the written survey. They want the program staffed with specialists. There isn't enough time in the school day. Not all children should take Spanish. The inservice program isn't sufficient or sufficiently convenient.

Most teachers were not willing to hazard a guess about whether parents liked the program. For the most part, they had never discussed the question with parents, and parents never mentioned it to them. Teachers who said that parents don't approve seemed to be projecting their own feelings, not reporting on known fact.

With few exceptions, teachers seemed to have a genuine concern about doing the right thing, in FLES and in other subjects. Even the most emotional detractors wanted to feel that their negativism was justifiable. And, as I have said, most teachers approved of FLES in principle. Many of the teachers most critical of the Seattle program gave FL a very high priority of importance, as high as the "basic" subjects in many instances.

I do not wish to make it seem that all was negative, but I stress the negative because it is highly significant. I saw a sizable minority doing a respectable job on FLES, and, incidentally, demonstrating the fact that much of the negative opinion is wrong on the question ofwhat is possible. The positive accomplishment is doubly impressive when encircled by people saying it can't be done.

To be specific, some of the best teaching I saw was done by teachers who came into the program with little or no previous experience in Spanish. I believe that this is not be explained by special talent, but rather by special attitude. Let it be admitted that some teachers, with or without ample training, were not doing as well, and I suspect that some of them are not doing so well in arithmetic or social studies.

There seems to be a tendency to expect an unrealistic degree of perfection in FLES. At the same time, all of the inadequacies of other programs which are older, better supported financially, and better endowed with time in the school day, are explained away or accepted with little complaint.

Attitudes were much more positive among third-grade teachers than among the teachers of higher grade levels. There are obvious reasons for this, reasons of which the teachers are aware.

Teachers regularly praised the work of the special FLES staff, but hardly anybody thought there was enough of this kind of help.

A most disturbing fact is that so many teachers -- even principals -- think of the central administration as "they". Even people in the curriculum division, who may have spent most of their lives in the classroom, are considered to be unaware of the facts of life in schools. I don't know whether this is true, but, once again, it is enough that most teachers believe it to be there.

Last of all, it is obvious that teachers are now concerned with many difficult and sometimes frightening new conditions. In the midst of the urban crisis, the racial crisis, the crime crisis, the dope crisis and sundry other crises, it is hard for some teachers to focus their attention on the question of FLES. Also, it is not too unlikely that some teachers may use FLES as an emotional outlet for their crisis-born frustrations.

SUMMARY OF TEACHER QUESTIONNAIRES

The questionnaires sent to all elementary schools were intended to supplement the information and impressions gained from our personal contacts with teachers. A total of 460 third-, fourth-, fifth-, and sixth-grade teachers returned the forms to us. Almost all schools returned some questionnaires, and a few sent replies from all teachers in those four grades.

Since the number of replies is far less than 100% of the possible number (less than 50%?), we have no way of being sure that the sample is an adequate representation of the whole faculty. However, the responses correspond rather closely with our own observations and with the estimates given by school principals. It seems likely that any bias shown in this sample is in the direction of negativism toward the FLES program.

The numbering in the following summary does not correspond to the item numbers on the survey form, since some items were for background information only, and some other items are combined in the summary.

The number of replies from the different grade levels were as follows:

Third grade -- 134
Fourth grade -- 116
Fifth grade -- 121
Sixth grade -- 89

Teachers of combination classes were counted at the lower grade level. Answers are tabulated here in percentages of the totals, rounded off to the nearest full percentage point.

Item number 1. How often does your class see the Spanish TV lessons?

	Third	Fourth	Fifth	Sixth	All
Regularly	91%	62%	33%	10%	53%
Often	2%	13%	7%	2%	6%
Occasionally	1%	9%	12%	13%	9%
Never	5%	16%	48%	74%	33%
No answer	0%	0%	0%	0%	0%

Note: In the upper grades, a considerable number of those answering "never" said they had started out in the fall using TV regularly, but had to give it up because the children couldn't keep up, couldn't understand, or became bored.

Item number 2. How many times per week do you yourself teach Spanish to your class?

	Third	Fourth	Fifth	Sixth	All
None	18%	47%	54%	42%	39%
One	16%	5%	6%	6%	8%
Two	25%	22%	17%	12%	20%
Three	17%	12%	5%	8%	11%
Four	1%	3%	4%	11%	5%
Five	23%	8%	10%	15%	14%
Taught by other teacher	0%	0%	3%	3%	2%
No answer	0%	2%	1%	4%	2%

Note: The teachers who answer "none"are only sometimes the same as those who do not use TV. Some teachers use only TV; others use only live teaching. While non-teaching is much more prevalent in the higher grades, the percentage of fairly regular teaching stays rather constant through the grades. Many teachers indicated that they had only recently started to teach Spanish (about February).

Item number 3. What kinds of training or experience have you had as a background for teaching Spanish?

	Third	Fourth	Fifth	Sixth	All
None	47%	20%	24%	45%	34%
High-School Spanish	29%	26%	28%	39%	30%
College Spanish	31%	30%	31%	33%	31%
Inservice classes	45%	56%	50%	43%	48%
Travel	32%	31%	31%	31%	32%
No answers	1%	0%	2%	0%	1%

Note: Each column totals more than 100% because most teachers gave more than one answer. The travel shown for some teachers is insignificant, and the presence of formal training in Spanish is often misleading. For example, the fifth-grade teacher with the most high-school and college work in Spanish comments,"I can teach grammar adequately,but I do not speak nor think in Spanish."

Only two teachers indicated that they were native speakers. Most teachers who had inservice training attended only a few classes, sometimes only one.

Item number 4. How effective are inservice classes in helping to meet your needs?

	Third	Fourth	Fifth	Sixth	All
Adequate	31%	29%	23%	21%	27%
Inadequate	10%	18%	22%	10%	15%
Other	9%	6%	4%	10%	7%
No answer	50%	48%	50%	58%	52%

Note: Comments here mean much more than the tabulation. Many or most of those who say"adequate" are talking about quality. They often say that the quantity is too little. Many or most who say "inadequate" are referring to quantity or net result. Both groups actually seem to agree that the classes are good, but insufficient. The "no-answers" correspond closely to the group who took no inservice classes. Curiously, several teachers who took no classes are most vigorous in denouncing them as inadequate.

Under "other" are included comments that classes are too inconvenient, too time-consuming, that they are often cancelled, etc.

Item number 5. How adequate do you consider your preparation in Spanish, for the grade level you teach?

	Third	Fourth	Fifth	Sixth	All
Excellent	8%	5%	2%	7%	5%
Good	28%	22%	11%	24%	21%
Fair	15%	7%	11%	10%	11%
Inadequate	46%	66%	73%	55%	60%
No answer	3%	0%	3%	4%	3%

Note: Comments under "inadequate" often singled out one reason for inadequacy -- poor pronunciation, too high a grade level, inability to prepare visuals, etc. Some of the "inadequate" seem almost satisfied with their preparation, while others are highly emotional in their extreme expressions of inadequacy. Most teachers simply made a check mark.

Item number 6. To what degree do you feel the TV program achieves FLES goals?

	Third	Fourth	Fifth	Sixth	All
Highly successful	8%	1%	1%	0%	3%
Fairly successful	72%	54%	32%	22%	47%
Not at all	12%	34%	51%	43%	34%
Don't know	3%	4%	4%	8%	4%
No answer	5%	7%	7%	27%	11%

Note: This question turned out to be an exercise in non-communication. Most of the "not at all" responses are from teachers who do not use TV. Many of them have never used it. In other cases, they are from teachers who only turn on the set, but do not participate nor follow up. Some teachers check "not at all," then add that they don't know what the goals are. On the other hand, there are many thoughtful criticisms of the limitations of TV.

While not much objective fact is to be found here, the emotional truth is clearly seen. Both the percentages and the comments show a bad state of morale among many teachers.

Item number 7. Do the children in your class seem, generally, to enjoy Spanish as much as they enjoy arithmetic or language arts?

	Third	Fourth	Fifth	Sixth	All
More	9%	1%	2%	7%	5%
As much	37%	9%	12%	22%	21%
Less	50%	83%	76%	56%	65%
Don't know	4%	2%	2%	5%	3%
No answer	0%	5%	8%	10%	7%

Note: Like some other items, this one presents a study of teachers' emotions more than it reveals any discernible fact about childrens' preferences. As in other items, things seem worse in the fourth and fifth grades than in the third and sixth.

Item number 8. Does the accomplishment of your class seem worthwhile (in Spanish)?

	Third	Fourth	Fifth	Sixth	All
Yes	44%	14%	16%	27%	26%
No	34%	56%	57%	37%	46%
Don't know	5%	3%	4%	4%	3%
Mixed	13%	19%	8%	11%	13%
No answer	4%	8%	15%	20%	11%

Note: The "yes" answers here correspond closely with the positive answers about childrens' enjoyment of Spanish, but negative answers about accomplishment are about one-third fewer than negative estimates of enjoyment. "No" is often qualified by a comment that, under other conditions, the answer would be different.

Item number 9. Do you believe that FLES, in one form or another, is essential to good education?

	Third	Fourth	Fifth	Sixth	All
Yes	44%	40%	39%	30%	39%
No	18%	29%	30%	36%	27%
Don't know	4%	2%	3%	1%	3%
Mixed	29%	17%	17%	18%	21%
No answer	5%	12%	11%	15%	10%

Note: This helps confirm the general observation that negativism goes up by grade levels. Even so, it seems significant that only 27% of these teachers answer "no" to this question. Among those who deny that FLES is "essential", many comment that it is "good", or desirable", or "highly desirable".

"Mixed" includes mostly two kinds of answers -- those saying that FLES is essential for some children, and those copping out with a vague answer.

Item number 10. What changes, if any, would you like to see in the present FLES program?

	Third	Fourth	Fifth	Sixth	All
Get expert teachers	45%	58%	64%	43%	53%
Improve TV	13%	7%	8%	2%	9%
Reduce or drop TV	3%	4%	10%	13%	8%
Better or more materials	6%	5%	4%	7%	6%
Give us more time	0%	3%	9%	1%	4%
Make FLES extra-curricular or enrichment program	12%	0%	4%	9%	6%
Give grades and treat Spanish as a normal subject	1%	4%	2%	3%	3%
Make it elective	1%	13%	8%	10%	7%
Make it selective	1%	8%	6%	0%	4%
Add other languages	1%	2%	5%	6%	3%
Drop FLES	5%	3%	7%	9%	7%
Drop FLES, unless___	3%	3%	7%	5%	5%
More or better inservice	1%	0%	10%	1%	3%
No changes needed	3%	3%	1%	1%	2%
Don't know	1%	1%	2%	0%	1%
No comments	13%	18%	11%	27%	17%

Note: This tabulation is not very useful, for several reasons. A careful reading of other items and of the quoted comments will be much more informative. For example, even the comments recommending the use of expert teachers, offered by 53% of the respondents, are misleading when lumped together, for they include quite a variety of viewpoints.

Probably most of these comments favor a full specialization of the Spanish program, but they are frequently ambiguous. Many intend, not specialization, but the limiting of participation to those classroom teachers who are expert. Some are proposing a wider application of specialists within the present framework. Some want resource persons or native speakers available to the classroom teacher on a regular basis. Some seem to be proposing merely a better training program.

Item number 11. Does it seem to you that administrators and supervisors generally consider the FLES program important and support it by their actions?

	Third	Fourth	Fifth	Sixth	All
Yes	47%	34%	30%	34%	37%
No	13%	17%	25%	22%	19%
Don't know	11%	8%	9%	8%	9%
Mixed	14%	16%	16%	13%	14%
No answer	15%	26%	21%	22%	21%

Note: A great many teachers apparently assumed that this question referred to their school principal, primarily or exclusively, which may explain why more than a third answered vaguely or not at all. The "yes" answers are often foggy, confusing what administrators should do and what they actually do. Some teachers make the distinction that administrators support their version of the program, but don't support teachers or listen to their suggestions.

Item number 12. Do you think that parents support the program?

	Third	Fourth	Fifth	Sixth	All
Yes	25%	12%	6%	9%	14%
No	19%	22%	34%	37%	27%
Don't know	19%	23%	31%	16%	23%
Mixed	25%	22%	17%	18%	20%
No answer	13%	21%	12%	21%	16%

Note: Comparing this result with that of the parent questionnaire, and allowing for possible sample bias in both cases, it seems certain that parents are more favorably inclined toward the FLES program than teachers suppose. Judging from the comments of both teachers and parents, there seems to be virtually no communication between them about FLES.

Item number 13. Do you think that junior-high and high-school teachers support the FLES program?

	Third	Fourth	Fifth	Sixth	All
Yes	10%	13%	8%	10%	10%
No	6%	13%	16%	13%	12%
Don't know	51%	38%	55%	45%	48%
Mixed	5%	3%	6%	4%	5%
No answer	27%	34%	16%	27%	26%

Note: It seems clear that there is virtually no contact, on this subject, between elementary and secondary teachers. Even some who answered "yes" or "no" indicated that their opinions were based on conjecture or rumor.

SUMMARY OF TEACHER QUESTIONNAIRES

Item number 14

Additional comments

Item number 14. Additional comments. service classes in helping to meet your needs?

	Third	Fourth	Fifth	Sixth	All
None	1%	60%	56%	1%	30%
Should be taught by experts	23%	8%	11%	12%	14%
Not enough time for basics	4%	10%	17%	7%	10%
Need visuals and Materials	4%	3%	0%	0%	2%
Need to slow lessons	0%	2%	0%	0%	0%
Too much claim on time	1%	5%	11%	0%	5%
Lack of teacher enthusiasm	0%	5%	0%	0%	1%
Selective	7%	4%	9%	4%	6%
Selective plus expert teacher	4%	0%	0%	2%	2%
Other FLES	0%	2%	2%	2%	2%
More college or inservice courses in language	1%	0%	0%	2%	1%
Inservice classes help, but not enough	1%	4%	6%	6%	4%
Spanish should be par with other subjects	3%	6%	0%	3%	3%

	Third	Fourth	Fifth	Sixth	All
Curriculum too crowded	3%	0%	6%	6%	3%
More interest in VAL	2%	0%	0%	2%	1%
Kills interest in Junior High	2%	0%	1%	6%	2%
More reinforcement Needed	1%	0%	0%	1%	1%
Goals unknown	1%	0%	9%	1%	3%
TV too fast	1%	0%	0%	1%	1%
Eliminate TV or telecast more	2%	0%	11%	1%	4%
More help from administration	1%	6%	0%	1%	2%
Better continuity	4%	3%	0%	2%	2%
Greater variety in TV lesson	5%	1%	0%	0%	2%
Extend programs lower grades	2%	2%	0%	0%	1%
Program on TV effective	1%	0%	0%	0%	0%
Program adequate	3%	0%	0%	0%	1%

EXCERPTS FROM QUESTIONNAIRES FOR FLES TEACHERS

Third Grade

1. For the program to survive teacher apathy teachers who neither approve, don't like the language or are not prepared should not be required to teach it. I feel these teachers may be partially responsible for the apathy showing up in Jr. Hi. students toward FL. Use only specialists or those prepared to teach it enthusiastically!

2. Regarding in-service: Even teachers with no Spanish background who began the class with much trepidation, learned basic material rapidly. It is my recommendation that all teachers of Spanish have this course --even to the extent of being a requirement. It is worthwhile.

3. More teachers would take advantage of inservice if they received more than 3 credits (as offered by other districts.) Furnish materials and technical aid.

4. I think FLES is a golden opportunity! However, my children lose interest because they just don't understand what's going on. They get bored at TV...don't seem to hear differences in verb endings...they are quite frustrated. It has always seemed a pity...for the 30-50% in a room who are interested and able to achieve to be separated at the end of the year and put into 3 or 4 classes where only a few other children care about FL experience, the same happening the next year till their interest is "diluted" or lost by teachers and fellow students who don't care. Suggestion: Have a special class for those who want to learn, an adequate and interested teacher and carry these children through the 4 year elem. progr. to a level of enjoyment and achievement which is not evident now. Undemocratic? Maybe -- but why spoil it for all of them when some really want to learn. I think the 3rd grade TV series is wonderful. I have no complaints as to the program or methods used.

5. Competency in language is imperative to teaching it. A teacher without speaking knowledge of languages is defensive and projects a negative attitude.

6. I have taken the in-service classes but it is not enough. I wish a Sp. language teacher were available a day a week, such as Mrs. Bowen. I would not wish to drop the program.

7. I think Sp. has lost some of its zest because we in the 3rd grade no longer teach foreign countries. In previous years I have ended the year with a study of Mexico and Mexican luncheon. It seems to me that in order for Sp. to be effective, it needs to continue in the 5th and 6th grades which it is not at our school.

8. Administrators, etc., must remember that classroom teachers cannot be experts in everything. We must also keep in mind that children need successful school experiences in academic areas, that learning their basic skills is first and foremost. When time is divided too much we are concentrating on quantity rather than quality. Either we do the Sp. program right or forget it. Either bring in a native speaker, and do not expect a classroom teacher to teach the three R's PLUS economics, social studies, art, PE, music, etc. or postpone the language program till such time as native speakers are available.

9. Most of the children are getting something out of the program, but for a few who are having such difficulty with their own language it seems a waste of time. It would be more valuable if the teacher had more background and visual aids. It takes time and energy.

10. With so much subject matter to cover in 3rd grade, it seems worthless for a teacher to attempt to teach Sp. without an adequate background. For interest to be maintained, a good start is essential. Unless an adequate program can be continued thru grade 3-6 in each class how can a FL program be effective. With children getting a good start in one 3rd grade, but with other 3rd grades in the same school not getting a good start, it makes a continuing program hard for the next year when classes are mixed up again.

11. Children in classes where teacher knows no or little Spanish seem to build a great dislike for the language. The new third grade series is excellent, but watching only the program is not the answer.

12. The FLES program is weak because we do not have <u>qualified</u> teachers. It should be taught by regular Spanish-speaking FL teachers who can make it <u>easy and fun</u> for the children in a natural sort of way.

13. It is difficult to have someone from the language department come out to our school. When the helping teacher came to us about each week a year or two ago, the children were very enthusiastic. Even this consistent effort would help create more interest.

14. Have more native speakers available for longer periods in the classroom. There is not an adequate time allotment provided in the elementary school curriculum to do a first-rate job.

15. There is no communication between elementary and junior and senior high schools. The Spanish program would be more successful if the school district would conduct a regular Spanish 1 program in conjunction with the workshops. The workshops are marvelous for teaching learning techniques. But there is no escaping the fact that adults who are trying to teach the language need some academic background in it. It is apparent that those people who are having the most difficulty teaching the language are those who do not have a background in it. It is up to the school district to remedy this.

16. I think if I had more time for games, etc., the cildren would enjoy it more. They always remind me if I tend to forget to turn on TV, tho they say they don't like it. Perhaps they'd say the same about many areas. Maybe TV is supposed to be entertaining instead of teaching.

17. When they do it with me as a class they are OK. The TV does not hold their interest (max. of attention for TV is about 10 min.)

18. Even the program is much improved, the children groan when it is time to watch. No matter how hard I try to motivate them they are developing a dislike for Sp.

19. If the district feels that this program is important for the children they should have a teacher in each building that can speak the language.

20. More native speakers available to the classroom and if possible, one to every building.

21. I would like to see a competent Sp. teacher take charge of the children who show an aptitude for a FL and see these children beginning it in first grade.

22. I feel that provision of visuals would help me to do a better job. It would seem that finding appropriate pictures for the various foods, animals, people, etc. should not be too difficult, but actually doing it is something else.

23. The teaching of FL at the elementary level is worthwhile. US education is behind European countries in this respect. However, you can't expect teachers to teach a subject adequately if they are no wiser than the pupil. I would favor this subject to an optional after school, not limited to one FL. Competent teachers, well-versed in the language can be hired to do the job.

24. The FL department insisted on its inclusion in the schedule but there is not enough money provided to do it right. The most important consideration should be: What are our goals? Mastery or smattering? How can someone who does not have a FLteach children? We do not expect this in any other subject.

25. Helping aids, mimeographed patterns for drill practice, visual aids could be provided, ordered or borrowed perhaps, similar to AV materials made available for individual schools as a permanent resource per grade in the manner as tapes are sent-grade-wise.

26. I think there are more important skills for the children to concentrate on. I would vote for dropping the subject from the curriculum.

27. An English text supplementing the Spanish book would be helpful.I must look up everything on my own.

EXCERPTS FROM QUESTIONNAIRES FOR FLES TEACHERS

Fourth Grade

1. If the program could be conducted by those who have a Spanish background and can bring to the children an enthusiastic approach, the program could be successful. In the hands of the untrained or disinterested only failure can be expected.

2. If you feel this worthy of continuation;
   (1) Give release time for workshops during teaching hours.
   (2) Offer the courses without the compulsion factor for teachers.
   (3) Offer the course in the schools to the students who show enthusiasm about same. Using teacher specialists who are enthusiastic about same. Such teachers will generate a genuine feeling of appreciation and creative attitudes that will be reciprocal of the programs offered in High School or Jr. Hi.

3. Lack of time and training hinders us from teaching Spanish adequately. The superior student usually enjoys Spanish. For the child of low ability, Spanish is just one more frustration.

4. It is too time consuming for an untrained teacher: Preparation and presentation in an extremely crowded curriculum. Children do not like it -- so it seems wasted time. A specialist to teach those who wish it (elective) would seem more realistic.

5. I would like to have an expert come in to supplement the t.v. program as often as it would be possible.

6. Personally, I am frustrated by the program. I try to be the best teacher that I can. Except for going back to college to take Spanish I have really made an effort to do the best I could with the program. We've memorized little phrases to use throughout the daily work, which I feel is good. I've asked consultants from the Spanish department to come out -- and they are wonderful! The children love it when they have some one who really knows what to do. The contrast with the little I can do depresses me more. The other drawback is lack of time. Even with my lack of knowledge I could probably (and would!) do more if the day didn't already seem too short to get all the subjects in.

7. Our children have nothing to show for the 75 minutes spent on Spanish each week.

   They are not learning anything. How can you expect a child to retain something for which he has no use.

   Spanish should be taught by a qualified instructor to those children who may have some future use for it and who are interested.

8. Spanish on T.V. is not very successful because the youngsters find it hard to understand and the teacher must be fluent or have a fairly good understanding of the Language. I have taken Professional classes in Spanish and one summer in Hawaii. I worked very hard on a Spanish course. I got so I enjoyed the Spanish lessons on T.V. myself very much but the youngsters didn't and I didn't have the time or I felt ability the do much with it. This year the only time I could watch the program was 2:45 and by that time of day the youngsters were too restless.

9. I think that Spanish can only be learned from highly qualified teachers in person (no T.V.). I think it should not begin until 6th grade and should be elective not forced.

10. There has been no communication between the junior high, high school and its feeder schools that I know about.

11. Spanish could well be treated as an enrichment class for those students who are performing well in English language skills.

12. I feel very strong about having a specialist in once a week. Also, I think there should be teaching aids available for the different words which one could use. This finding all the materials besides preparing how it's to be taught is too much considering the importance in my opinion. There will still be creativity on the part of the teacher.

    Other subjects must be taught and have first preference. This looking for materials is taking far too much time in the first years of teaching especially.

    I do not feel one with no-background is qualified to understand usage of verbs, etc. And this is expecting far too much when all that is given to us is (to) the guide and the T.V. and tape recorder.

13. Could do a "fair" job if there was a preparation time and time to teach Spanish.

14. Foreign language should not be limited to Spanish. Other languages should be included as an enrichment program. Otherwise a specialist in Sp/Fr. could teach all Sp./Fr. -- thus giving an elem. teacher released time.

15. I feel a foreign language is very important for good education, but I feel it is a waste of time forcing the slow student to take it where he has difficulty with the English Language. I would like to see a special teacher come to a building or use a person qualified within the building. T.V. moves too rapidly for most students.

16. I enjoy learning foreign languages and would find the teaching of Spanish enjoyable if I was adequately prepared and also if I had enough time in each day to prepare and teach a successful lesson.

I tend to put Spanish at the bottom of the scale of importance in comparison to other subjects. I feel Spanish would be more successful in the Elem. school if taught by someone trained in this subject area and someone who doesn't have a regular classroom situation. Perhaps Spanish should be an elective as some children have enough difficulty with other subjects. Most children come into the 4th grade bored to tears with Spanish -- probably because their teachers -- like myself -- were inadequately prepared. Let's not let this continue.

17. I believe that a second language is very important to the average and above average pupil in the elementary school. I also believe that this course should be taught by a regular Spanish teacher and limited to those pupils who have the ability and appreciation to benefit from such instruction.

18. I was very enthusiastic when the program started, but now realize that I cannot "put it across" without spending far more time than I am devoting to it now. (And from which subject area do I steal it?) We open the day in Spanish, learn Spanish songs, refer to it in Social Studies, play games using it, and devote bulletin boards to it, but we still need extra time to drill on vocabulary and to review. The responses are so slow the class loses interest fast.

I realize that interpretation, in English, defeats the purpose, but this is what the students complain of most: "What's he saying?"

19. It is completely unrealistic to expect teachers who have no background or confidence with Spanish, to teach it. It requires far too much extra preparation time on their part, and even if they try to do a good job, their incorrect accents may do more harm than good.

20. The children eagerly awaited the visits of the Spanish teacher who came to enrich the TV lessons, even though the TV lessons were not too successful.

21. When fourth grade teachers have to allow for <u>five hours</u> a week given to instrumental lessons, when do you get enough teaching time for the required subjects?

22. Spanish, in grade school, should be taught by someone that has majored in this subject, just as it is in Junior High snd Senior High.

23. If I had some prepared visual aids and, if the lessons were simplified and taken at a slower pace, I would be more enthusiastic and feel more successful.

24. A classroom teacher whose interest and ability is not in the Spanish area should not be expected to teach and prepare Spanish lessons. This time should be spent preparing for our major subjects which I consider much more important than Spanish.

25. Have a Spainish teacher in the school itself. Let children know what they are saying.

26. The foreign language program would be an excellent area for "team teaching." If possible, itinerant teachers should be hired.

27. I'd like changes, but I'm not qualified to say what they should be.

28. As badly crippled as many of our children are in reading and writing their own language I find it hard to justify using any substantial amount of school time and on a sporatic basis the language gains would not be worthwhile.

29. Its frustrating!! As an elementary teacher I prepare 8-9 lessons a day. I find no time to prepare a Spanish lesson and with increased curriculum demands year by year find little time <u>to</u> teach it.

30. Hope I've helped the cause along. Traveling in foreign countries makes one aware of how much more seriously the Europeans take language study than do we.

31. I feel that I am qualified to teach Spanish at my grade level, but I need visual materials to work with. If a significant level of success is to be achieved, there <u>must</u> be adequate materials with which to operate.

32. Some teachers make no pretense of putting any effort into this program. Also they feel very free to critisize a teacher who does -- for example, "<u>You're</u> no Spanish teacher!" "How do you find time?" "The children need other subjects more than they do Spanish."

    I have enjoyed doing my own audio-visuals. However, some pictures in mimeograph form would help many teachers do a better job.

33. The children's comments indicate the possibility that program is still to complex to help in comprehension (comments like "when there is a picture showing a house and a "bush",we don't know which he is talking about." Children think flashcards with simple pictures would help. They say that on television, there has always been a house with a "bush" (tree); never a tree alone, or a house alone.

    I think all, or most of us, enjoy the "break" and opportunity to respond in unison; I think their pronunciation is good. I do not feel qualified to evaluate in terms of future learning or in relation to Educational "dollars and cents" return.

34. I believe that a child at this age can easily learn a foreign language but it should be taught by someone that is prepared to teach it.

35. I would like F.L.E.S. to become a voluntary enrichment type program. I would like to see a period set aside during the elementary school day for enrichment and remedial work. During this period the children who are interested in foreign language intensively.

36. I feel that in our school where there are many disadvantaged and below-average children, the time spent on Spanish could better be used in teaching basic skills.

37. It's impossible to prepare good lesson for eleven subjects.

I think Spanish should be dropped until Junior High School age and that it should even then be optional.

38. I believe Spanish should be taught to those children who have the intelligence to make use of it, and will continue the subject later on. It should be taught daily by a special teacher. If we want to teach a language it should be taught as a vital part of school not T.V.

39. I can not speak fluent enough to help the children. The children need someone who is properly prepared.

40. When children cannot read at grade level, cannot write a complete sentence, or use their own language effectively, why waste time on a few Spanish words?

Yes, children may be <u>able</u> to learn a foreign language, but <u>should</u> they? Why not go into <u>depth</u> in their own language?

41. Most teachers are not adept at teaching Spanish, and feel inadequate. There are so many subjects etc. to fill in our time that we have difficulty acomplishing some of the essentials. We are usually very conscientious and it can be frustrating to feel that we can't find time for everything. I work Spanish in with language arts. I can follow and speak the Spanish on the T.V. program but have difficulty using it at other times because I can do harm by improper pronounciation, and am afraid to say some words. The fifth and sixth grades programs are too hard for the background that the children have. My short course at at the U of W informed us to have simple language programs with much repetition.

If possible, I prefer Spanish consultants to teach it. In a team teaching situation a teacher who is fluent with Spanish could teach several classes. I realize there should be a "carry over" but that can be worked out.

We stress origin of words and relationships to other languages.

The time of the Spanish program this year interferes with other lessons.

I have observed that those going on to Junior High and High School are more likely to take German or French rather than Spanish. I am wondering why this is. To me other languages are just as important. In college French, German, or even Russian are stressed more than Spanish.

P.S. If we had Norwegian or Swedish I could do well!

42. We have some fine in-service teachers and enthusiastic consultants. They are doing a fine job, within their budget. We need to see more of them if we are to succeed. However, there is little or no interest in this program among some teachers and their feelings are understandable.

43. If Spanish or other foreign languages were given to students who were geniunely interested in it and the language were taught by able Spanish specialists then it could be an effective program.

44. Quality education demands that teachers are competent in the subjects they teach. Since too many teachers are not adequately prepared to teach Spanish, I can not understand how the Seattle School District can condone this mediocrity.

    Let's either get specialists or eliminate the program.

45. No, parents never comment on the Spanish programs when talking about other subjects.

46. A second language start is fine for elementary age children. but -- With hodge podge teaching because teachers are not trained -- has caused the failure.

47. I think Spanish is valuable for children who are ready for it, but many children in our school are below grade level and need the time for the three r's!

48. On the first day of class when I was very enthusiastic about Spanish, my children groaned with my first mention of Spanish. They totally dislike the program as it stands, and participate half-heartedly because it is required -- not because they enjoy it.

    The lessons cover too much material, and go too fast, and as a college graduate, I have learned very little from them and I have really tried. What can we expect from the children?

    They are interested in foreign language and want to learn some, but "never Spanish!" It seems to me the program has turned into a negative conditioning process. None of my children want to study Spanish when they get to Junior High or High School

    Should such a negative force continue to be applied?

49. Although this is my first year as a fourth grade teacher and as a Spanish observer (which is all I am) my other years of teaching experience cause me to shudder in terms of expecting anyone to teach something unknown to him to a group for whom he is expected to be responsible.

50. I'm sure there has been much thought in planning the Spanish language program but it can only be a success with the backing of the teacher and complete enthusiasm on her part. It is difficult for a teacher to have this attitude when she feels inadequte herself. I have been teaching several years now and have yet to find a class with a positive

attitude toward Spanish. This is unfortunate but it shows there must be something lacking in the program.

One of the most frequent complaints I get from students is that they do not understand what is being said and lose interest. Visual clues are given, but apparently, these are not enough. Perhaps if both the English and Spanish are given,it would be easier to follow.

51. I have yet to see a poorer program.

52. I would like my own children to have foreign language in grade school. However I prefer French or German but can see value in Spanish since our neighbors to the south speak it. I took German in College.

53. I feel it much more important for my class to feel comfortable in basic Eng. and Arith. and Reading before any further languages are considered.

54. The Spanish program breaks down in Jr. High. Upon entering Jr. High, children are given a choice as to whether or not they want Spanish. I feel it should be required as it is in grades 3 through 6.

Whether or not a child likes it at that stage isn't important. Perhaps just as many would not take Math. if it were not required.

55. Spanish at this point is more or less up to the teacher who is conducting the class. Teachers who enjoy it, do work at it. Many teachers are not interested, haven't an adequate background, and therefore the children have an indifferent attitude.

56. It is interesting to recall the time I taught Spanish to 6th grade classes in another Seattle school. When these youngsters registered for junir high school subjects, they elected to take Spanish, French or other foreign language offered. Whereas, the other class of sixth graders were not taught Spanish, and they did not choose a foreign language as an elective. I believe this indication has also been observed in formal, statistically-valid research projects conducted by universities.

EXCERPTS FROM QUESTIONNAIRES FOR FLES TEACHERS

Fifth Grade

1. Since the Spanish program evaluation team may be unable to visit all elementary schools personally, we wish to express our feelings about the Seattle Schools' Spanish program through this position paper.

   In our opinion, the T.V. program is a failure. The children dislike it to the extent that they have developed an extremely negative attitude toward it. The teacher's manual is very confusing, particularly for teachers who have no background in the language.

   Tests have shown that Seattle school children are scoring below national norms in the basic skills of reading, arithmetic, and language arts. Our schedules are so full that it is difficult to find time to include adequate instruction in English language skills, much less Spanish.

   Seattle's school drop-out rate is increasing. Many of these young people are frustrated by inadequate reading abilities, yet we do not have funds available to mount a much-needed massive remedial program. Undoubtedly, few of these people drop out because of inability to speak Spanish. Perhaps some of the amoney allocated to the elementary foreign language program could better be spent for reading improvement.

   We feel that in order to be effective, the Spanish program should be limited to those children who show a mastery of reading and the English language arts. Furthermore, it should be taught by specialists or teachers with a background in the language who can make the study interesting and meaningful to the children involved.

   There is a general system-wide dissatisfaction with the present elementary Spanish program, as evidenced by Article VII, Section E of the Seattle Alliance of Educators proposed negotiation document.

   We hope that a sincere re-evaluation of the program will result in some constructive changes being made.*

   (* This was submitted and signed by eight intermediate teachers.)

2. I feel that a foreign language in elementary school is essential, but not as it is now being taught.

3. I can teach the grammar adequately, but I DO NOT SPEAK nor think in Spanish. It is ridiculous for me to try to TEACH it to anyone else.

4. All teachers should not be expected to teach Spanish or any other foreign language without the proper background, the ability to speak the language fluently, or the enthusiasm to motivate the children.

   If languages are to be taught it should be done by someone who has the proper qualifications to do so--otherwise I believe valuable time is wasted.

5. The television series needs to be revised. Slower paced introduction of new learning and conversation more attuned to what they'd like to talk about. Perhaps stories told simply in Spanish with illustrations and only one new idea presented each time. Possibly songs taught in Spanish to fill time period. Too many things are left for the children to figure out. I think by fifth grade they would enjoy some comparison in the way it is spoken in English as compared to Spanish.

6. I made an attempt to teach myself some of the basics of the language. However, I could not justify spending an hour or two learning Spanish and more time to prepare the lessons when I also had preparations to make in the basic subjects. I will not deny that my students' poor attitude and achievement in the language may be partially due to my inadequacy in the field. But I myself have never had any Spanish training and as a result feel very unqualified in teaching the subject.

7. I honestly tried at first. But even so, gathering materials, and studying the lessons to prepare myself to present an acceptable lesson to the children consumed many evening hours. When we were finally required to do Level 5 work under Mr. Nogales I found I could not continue by myself. We watched the TV until recently. The TV program broke into our arithmetic class twice each week. The children in my group are low achievers. We need the full period, unbroken, for arithmetic.

8. Unless Colleges require Spanish, I think it is expecting a great deal of teachers to be able to teach a language in which they have had no background. For me to be able to do good teaching in Spanish, I would have to spend hours every night going over it.

9. They (administrators) appear to be sold on <u>their</u> version of the program. There needs to be greater consideration of teacher criticisms and suggestion.

   I'm sure the first reaction to this evaluation may be, "Negative student response is due to a negative teacher attitude." I don't feel this is entirely true, but would be glad to discuss the FLES program at greater length at any time.

10. I have honestly given the program a fair try. I responded to the television along with the children and worked with follow-up. I feel FLES should be taught by experts to volunteer children at a time other than during the regular school hours.

11. You have the <u>blind</u> leading the <u>blind</u> when you ask that Spanish be taught by people without the proper background. Speaking a foreign language is a skill which cannot be acquired by everyone--even though you may wish to be successful. Just as some people cannot sing--some cannot teach Spanish in an adequate manner even though they give of their best efforts.

12. Let's quit fooling with the TV and get experts in the classroom.

13. Lack of ability to speak a second language has downgraded Americans in Europe and Latin America. Most educated Europeans master at least one and often two languages besides their own. It certainly is as important as teaching Black History.

14. The elementary teachers do not, with few exceptions, support the program.

15. I don't see any real value in the program.

16. I feel a command and understanding of the English language is essential. Time is taken (precious time) from the Basics for superficial Spanish conversation. I think a foreign language should be taught, with grammar, after a child has some mastery of his own language.

17. Yes, I believe the children need to learn Spanish and other languages as well.

18. Every "In-Service " class I have signed up for has been cancelled except one. I did attend a demonstration class at John Hay this year.

19. I feel the program in my room was most successfull when Mrs. Shames, the native speaker, was working with us two days a week. She was able to get more pupil participation and interest.

20. I have said for years that the program as now constituted is down-right <u>stupid</u> for the following three reasons:

    1. Expecting any one without a speaking knowledge and complete confidence to teach a foreign language:

    2. Wasting time trying to teach a foreign (or second) language to low groups to whom teaching just English is a monumental task.

    3. This treatment of Spanish as God's own language, except for a possible visit to Latin America. Note anyone going on into higher education: medicine, music, forestry, engineering, etc, etc. Draftees are more liable to go to Germany than to Latin America.

    Spanish is all right but why this preferencial treatment?

21. My pupils have difficulty with English, let alone Spanish. They also need all the help they can get in Science, Social Studies, Math, and Reading. These subjects I feel confident in teaching. I feel they are essential to their education. I do not feel Spanish is essential. I would, however, be willing to have it in the program if it were taught by a Spanish speaking person. If we are going to be required to teach Spanish, we should be reuqired to take Spanish courses and teaching of Spanish courses in colleges, as we are required to do for other subjects.

22. From what I have observed on the elementary level, the children dislike Spanish. In order to make the program effective it would require considerable class time. What should be dropped -- spelling, language, etc.?

Americans are not oriented towards Latin America. They are oriented towards Europe.

23. My first year at High Point, I really tried conscientiously to teach Spanish and met with minimal success and a lot of frustration.

a.) lack of time (curriculum)
b.) lack of personal knowledge in teaching this subject
c.) lack of preparation time for A.V. aids etc.
d.) our children need review and constant work in basic subject areas.
e.) lack of motivation on students' and teachers' part as our children probably will never use it in a meaningful way.
f.) poor guidlines (manual is most inadequate for a non speaking Spanish teacher
g.) If the program were improved, I would be willing to try again.

24. I don't think it is fair for the Adm. to expect all elementary teachers to teach Spanish, when few have had the proper training. If the Adm. feels that Spanish is that important they should allocate money to hire special Spanish teachers.

25. Personally, I like to teach Spanish, but it is a hit-and-miss affair now. Many teachers don't know Spanish and dislike working with it. As a result the children's attitude is one of indifference.

26. I feel that the program, as carried out in our building, is not very successful. Most of the teachers are against the program and with good reason. First, and probably most important, is that most are completely inadequately unprepared in this area, and most of the students can tell that the teacher isn't really interested, thus making them dislike the program.

Second, so many subject areas have been introduced into the elementary school program, that it is getting more and more difficult to set aside 15-20 minutes a day for Spanish when the majority of your students can't even write a good English sentence or understand reading material on their level. Then, and I am certain I'm not the only teacher with this problem, it takes me 3 times as long to prepare a Spanish lesson as any other lesson and, of course, we have to have visual aids which take so much time to gather or make.

I feel that a foreign language program in the elementary school is extremely important; however, I feel, the only solution for a successful program is to do away with the TV programs and have a specialist come in everyday -- or even every 3 days would be more successful than what is done now.

Of course, another solution so you would get better prepared teachers is to require Spanish be taken in order to get a degree in elementary education.

27. I don't feel that we have adequate time to spend on Spanish or any language.

28. I feel a need of more trained people in the elementary school. If a teacher had a required study period in the language before teaching a class, more students would be influenced favorably. If the classes were limited to children who show potential, ability, and interest in Spanish, better results would show.

29. Any foreign language is essential in our society today.

30. It should be an after school, or before school Program, with a special Language teacher and only for those who wish to belong -- such as after school sports and school chorus.

31. I am convinced, in part from my own experience, of the very real value of the study of a foreign language, if only from the standpoint of a better understanding of our own language. I have though real doubt about its relative worth at this level, when recognition is given to other basic subject-matter weaknesses that afflict all but the most capable. I am also aware that at this age they learn such languages most easily.

32. Those children in the low language arts groups have short attention spans and unless the material covered is short, the meaning clear and presented in an interesting way, they do not listen.

33. I would like to see a drastic revision of the fifth grade TV program. 5 minutes daily with each lesson broken down into a single concept to be learned would be more valuable than the 15 minute smorgasbord type presentation twice a week.

    Spanish is the only subject we teach which we don't grade. This gives pupils and parents (and teachers, too) the impression that it is not really important. I think behavioral goals should be set up and pupil progress evaluated in terms of those goals.

    I think that the teaching of Spanish in the elementary school should assume the same status as that of other subjects in the curriculum.

34. I think that the preparation time required for visuals and listening is more than we can do. After all, the other subjects need planning and checking time too.

35. An elementary grade teacher has so many subjects to prepare that some basic subject must suffer when so much time must be spent on Spanish-- especially by those incompetent to teach it. I have no time to make the visuals and no time to study and learn the subject, this I feel completely frustrated. Children are less prepared today in the basic subjects so that more time must be spent on Spelling, English, Arithmetic, and the rudiments of Reading. Children are frustrated and rebellious too, because of their seeming failures in the basic subjects. We can't teach any thing well because we have so much to prepare and teach.

36. It is discouraging and disheartening to observe elementary children building a prejudice against a second language so early in their

educational experiences. A dislike for a second language now might and could be a serious handicap to pupils if future involvement were necessary or desired.

37. The children respond most to the teacher introduced lessons.

38. Feel the school program is so crowded that the time element becomes a real problem. Additional curricular offerings are made with no additional class time, so I feel that I have not spent as much time as necessary to reinforce the TV lessons in Span. Would like more time to work on the 5th Gr. notebook which I feel is a good one.

39. It is not Señor Nogales' fault that the T.V. approach isn't too successful. He has been here in person, and the children enjoyed it. When the give-and-take of classroom teaching is missing, the teacher has no way of knowing whether to back up, slow down, or move ahead. Consequently, the children are eitherbored by needless repetition, or lost because things are moving too rapidly for them to comprehend.

40. When the Spanish program was started we were told it would be simple, but I feel it is far too complex for "all"students. We are supposed to be helping children individually and yet all children are to progress in Spanish at the same rate (not practical)

41. I do not respect any official who promises the public certain courses without the personnel to teach it and forces unqualified people to do it.

42. My only comment:

We push ourselves, as teachers, and we push our pupils to what seems the limit. In my room I have so many transfers with such serious reading, spelling, and math problems that I felt it was best to give up the Spanish for this year.

I am using the new 5th math for the first time, and also the new social studies and I spend my spare time planning for them.

I am sorry to be negative. I feel the Spanish is necessary and worthwhile. If I were just a bit younger maybe I could get those visuals made.

43. I feel this program has not been a success because of its compulsory nature. In an already crammed day, this is just one more thing. It is unwelcome. Many feel so inadequate in the language they don't wish to make a fool of themselves. Thus they don't attempt what should be done to make it go. A real reading and writing, as well as speaking knowledge of the Lang. must be had before being forced to teach it. A few demonstrations does not give us the confidence needed. Even a class once a week, although helpful, would need to be at least a school year in length to really equip us with the tools of the lang. (voc., rules, etc.)

I took one class and felt I was making good progress, but I didn't feel it was enough. Many did not either. A follow-up was offered.

My personal responsibilities made it impossible to attend the follow up. Unfortunately I lost what small confidence I had with the Lang. by the next year, as my work was not thorough enough to go on by myself.

44. Nine of my children participated in a demonstration class for an in-service class. They enjoyed this personal contact. The slower pace allowed eliminated the feelings of frustration which are very evident during the television program.

45. We really need an additional half hour a day to permit good teaching of Spanish without taking time from other subjects. Just now I am cutting Social Studies time short in order to do Spanish each day, and we should not be doing this.

Our present program does not allow enough time to bring in previous work.

46. We are killing the program for Jr. and Sr. High.

47. I think Spanish in the elementary schools is an excellent idea, but I think the only effective way to teach a foreign language is by employing a specialist to teach w/ all the aids available to them. It is essential that the foreign language be taught in person -- not via television. If the television is used it is impossible for the TV teacher to know if the kids have missed something or if the pace is too slow or too fast. Using the T.V., the kids vascillate between their frustration and complete boredom. I think the reliance on the television is the antithesis of individualization.

48. Has consideration been given to allowing the elementary teacher to choose the foreign language he would most like to teach, be it French, German, Swedish, or Spanish? While the student would not have a continuity in his program to allow for fluency, he might well end up with a more enthusiastic teacher.

We might find the student gains a more keen awareness of and interest in foreign languages -- a major goal of the FLES Program.

49. This program will not be effective as long as the majority of teachers and administrators are not in favor of its inclusion in the school curriculum.

50. I would be willing to extend the school day to 3:30, or to teach an early morning, or afternoon elective class, to include Spanish. I resent the inclusion of Spanish into an already crowded daily schedule, without the deletion of something I must now teach, or the extension of the school day.

51. The children who participate on TV talk so fast that it is hard to understand them except the general idea from the dramatization.

52. Eliminate it or provide an expert to come to the classroom.

53. The curriculum is so pressed for time with out this extra subject. All children do not have time to spend on this at this age. I think it should be treated as music, P.E. and other special subjects.

It certainly needs an expert to teach it and no teacher can be an expert in every subject.

54. I feel the present T.V. program is harmful. Because the student can not understand it, it gives them a hatred for Spanish. The program goes too fast and does not use interesting vocabulary. The S.V.E.Ed. films are much better, but they are a real bother to set up. The children also get bored with the films. There is not enough easy material. Even the films get difficult in such a short time.

55. It is impossible for a person who has never had Spanish to work under this program without hours of outside preparation. Why teach Spanish in the 3rd grade and then have two years of no Spanish followed by Spanish on the 6th grade level.

My class used SVE, after the TV failed to meet our needs. The TV was ahead of our students.

56. It pains me as a grade 6 teacher to see 6th graders moving on to Jr. High without a stronger mastery of their own language (English:) especially in written communication. I think we're short-changing the kids when the basic curriculum is diluted. After all, at this state of our business society, the young people often win or lose a job on their degree of language (English) competency.

57. The FLES should include several languages on an elective basis where expert teachers providing continuity to the program are available. Some criteria for the selection of students may also be needed. Russian, Chinese, etc. as well as the traditional languages should be included.

58. I am very disappointed that we were not able to continue. Having enough time to do everything is the most serious factor.

EXCERPTS FROM QUESTIONNAIRES FOR FLES TEACHERS

Sixth grade

1. In-service classes good at the time; acts like an incentive, but I get very discouraged later. More adecuate teachers are needed.

2. I believe an in-service class would aid me inreceiving new ideas of methods and materials to use with my Spanish class. Experience and exchange of ideas help. I would like more college courses to improve.

3. I feel the VAL program is good but a specialist can make it more exciting for the children. This program puts things in concrete terms and not just audio level. TV teaches Sp. at a high-school level -- an excellent method for the mature student -- not for the elementary student. With the new program even my low students were able to memorize short dialogues and give talks after only 3 lessons! The achievement is partially based on high interest level brought by Mrs. Snook, the consultant, and by the general translation of the Sp. and Eng., the abstract to the concrete.

4. Specialists for teachers! This is the only answer.

5. In-service very good for basic items but not for depth. I think Sp. should be enforced at the elementary level by specialists in Sp. Make it good and elective for the advanced students.

6. I would appreciate an in-service class early in the afternoon in an area where it would be safe to then travel home. Most teachers I have spoken with wish to have special Spanish teachers in the classroom.

7. Provide special teachers for the program or use the ones we have that possess a knowledge of Sp.

8. The children we are working with have trouble with any language other than that used on the street. Their "second" language isEnglish and if they are to take their place in our society which is primarily centered on the ability to express yourself we might help them in this first.

9. Sp. should be a graded subject if 15 minutes is allowed for it per day.

10. Like most non-graded subjects they stick in the program -- it's there, that's all.

11. I feel Sp. should be an enrichment activity and not a required course in the curriculum. There are too many things crowded into the curriculum now.

12. The children are working with VAL. Even though this is of more interest to them, they still don't receive it with a great deal of enthusiasm. Those entering Jr. High seem to be turning away from a foreign language. Pretty difficult to be a "jack of all trades." Could use time for LA. Should be an elective.

13. I believe any foreign language can be essential to good education. A FL should be taught only to the select who have the interest, ability and intention of continuing it on the college level. Students should not be foreed to take FL. It should remain an elective subject.

14. I will not join FLES or take part. I will tolerate it, however.

15. Spanish speaking teacher to come regularly to teach the class.

16. My feeling is that the short time they receive Sp. each day or even 3 times a week is of little value to them. Most elementary schools have all they can do to get the other subjects in. Last year I used "The Adventures of Miguelito" -- record and workbooks for each child. I felt this was the most effective means of teaching since much is lost in sound from the TV set to the child's ear.

17. Spanish is of little value in a school made up predominantly of disadvantaged children. Other subjects such as reading, English, and math have a much higher priority in the needs of such pupils.

18. From a native speaker, 4 years of High School, 2 of college: If a child is interested in a FL early I feel that they will try to take a FL without being apprehensive. More reenforcement to be done by teachers after viewing programs. Many feel inadequate, therefore, do not reenforce.

19. Not teaching Sp. now. Do hope in time other languages, French, German and even Norwegian (Ballard area) could be taught in the elementary schools. We have a small world now and communications will be more important in the future.

20. Would be effective with college trained teachers.

21. I feel that it is excellent but we need accomplished teachers, not amateurs. A native-speaking teacher of Sp. to teach the language in each building. Elementary teachers already have to be jack-of-all-trades without adequate preparation in some areas. In an area as technical as a FL there are very few with proper background. A poor or unskilled teacher does the language more harm than good.

22. I think an anti-Spanish attitude has grown along with the development of the program. This is due, perhaps, to a feeling on the part of the teacher that there isn't enough time to spare for this -- and to the feeling of inadequacy by the teacher. This attitude, unfortunately, is sensed by the children, and many actually resist the program.

23. When 6th graders are choosing a language to take in Jr. High they are more likely to choose a language other than Sp., if they've had some Sp. in elementary.

24. I would like to see small doses of French, Spanish, and perhaps Latin begun in the elementary schools.

25. Whose idea was this whole Sp. program? What is its purpose supposed to be?

26. It is a shame that students who could learn and enjoy Sp. have to be put through the misery of learning with classroom teachers who have little or no Spanish background. As a result there has been a definite drop from elementary to Jr. High. Something should be done. I feel that the TV presentation goes much too fast. Any teacher who had not had much Sp. is lost.

27. My greatest success came from having a tape recorder always available with one of the TV lessons on it. Students would go to listen after finishing their work. This was extremely popular and even if they didn't always repeat, they had the experience of listening and this was (and is) good. Perhaps they improved their accents by listening to the tapes.

28. I think Spanish will have to be taught by a visiting specialist once a week and perhaps have vocabulary review and a few conversation lines reviewed by the teacher with children. I personally am unable to teach Spanish at this time.

29. I feel that FLES in its present program -- parrot with no meaning -- is driving young people away from Spanish in Jr. High and High School years. Fles television will either need to be eliminated or telecast more often because our schools are moving to ability grouping and continuous. progress. With the kinds of grouping and child-centered education for which we are striving, the self-contained classroom is becoming a thing of the past and a youngster will find himself in different rooms with different groups several times during a single day.

30. I would teach Spanish if I knew something about it. I think Spanish is important, but I am not prepared to teach Spanish and if I did have the class view the TV program I would be unable to complement it with follow-up. I would hate to see the Spanish effort dropped now. The program is still young and can be guided to better days and better teaching methods.

31. With the increase in information which is available and necessary to a child's education, the school day and year remain as short as they have been for 30 or more years.

It is impossible to cover adequately the necessary subject matter yet the legislature is considering shortening the school year to 175 days. It should be lengthened! There is very little motivation to take valuable time to teach or learn Spanish, especially with an inadequate program.

32. Now with the Supersonic Transport upon us, any place in the world is only a short time away. Our children are going to have to be multi-lingual to survive. One FL is only a start; however, we have to start somewhere. I think the program is a very good one. If the teachers would become more familiar with it, and develop more positive attitudes toward the total program, it would help. I think that more communication and more direct help from the administration would be welcomed by the average classroom teacher. Often months go by before we, (the classroom teacher) know whether we are following the right program for that year or not. We could also use more specialists to help us over the difficult material.

33. I feel the program is not successful because(1) it was rammed down the throat of the elementary staff; (2) it did not receive the support of teachers, administrators or parents; (3) teachers were not prepared and not willing to prepare or learn along with the pupils; (4) comments in area staff meetings by the top eschelon has caused the program to falter; (5) most teachers feel that too much is attempted to be taught on the elementary level and the time can more profitably be spent teaching thinking and communcation in English; (6) it is mandatory for the success of the program for the pupils to be prepared beforehand for the TV lesson and almost all teachers cannot do this. This is a must.

34. My main concern is the way the Spanish program is now being presented. I strongly feel that a person qualified in the field of Spanish should beteaching if we are going to have the program benefit the child. Let's not short-change him by having unqualified teachers. The idea of FL is good, but let's please the do the program justice by having specialists teach.

35. Many administrators and supervisors readily say the program is useless as it is being done now. Therewas a remarkable proposal submitted that would have provided a specialist for our building who could teach FL and perhaps rhythms in all grades. I felt this was a good idea.

36. It strikes me that this program is pretty low priority.

37. The program as presented last year was a nuisance, a bore and a waste of time.

38. Pushing Spanish to lower grades is a mistake. City-wide test scores indicate a need in more training in basics. The only reason I have heard for putting it in elem. grades is to develop good pronunciation.

Has anyone asked if good pronunciation is worth the valuable time which is consumed? Might it not be better to forfit (sic) the good pronunciation and settle for mediocre pronunciation in Jr. High and use elementary time for basics. Some day educators will wake up and say enough! The elementary program is too full already to do an excellent job of teaching. By not providing native speakers or trained teachers in Spanish we are saying that a hap-hazard job by the regular teacher is satisfactory. This attitude is detrimental to the profession. Might it not spread to other subjects as well?

39. Let's either do it right or not do it at all.

40. The program as set up is a failure. It needs to be completely revamped to provide time and a trained person to conduct the classes.

41. Too much effort required by teacher to teach a subject for such a short time. Needs to be departmentalized and put on an elective basis. Not worth time, effort, and money for the results gained.

42. I like the new Spanish VAL program being introduced for the 6th grade.

43. This is someone's baby and the bigwigs are bouncing it.

SUMMARY OF PRINCIPALS'STATEMENTS

Each elementary-school principal was invited to submit a statement about the FLES program. Thirty-six did so. No structure for the statements had been suggested by the evaluating team, so they took various different forms. Some were mainly reports of the history and status of the program in the principals' own schools. Some argued the general question of the place of FLES in education. Some attempted a general evaluation of the whole Seattle program. Others recited problems and recommended solutions.

A listing of the most frequent observations, opinions and recommendations follows. Each of these appeared at least five times in the thirty-six statements, approximately as given. They appear in order of diminishing frequency.

1. Special teachers are needed.
2. There is not enough time in the school day.
3. FLES should be in the curriculum.
4. The quality of instruction fluctuates badly from year to year for any child.
5. A poor attitude on the part of teachers is fatal to FLES.
6. The Seattle program has not met expectations.
7. The program was imposed on teachers and principals, not developed by them.
8. FLES is source of frustration for untrained teachers.
9. FL has a lower priority than most other subjects.
10. Success is not to be expected under the present arrangement.
11. FL should not be forced on children who do not want it or who need the fundamental subjects.
12. A poorly trained teacher makes poorly motivated pupils.
13. TV is not an adequate substitute for a live teacher.

The rest of the list represents statements that were made fewer than five times, again in descending order of frequency.

14. There is no justification for a FLES program.
15. The program is least successful in the fifth and sixth grades.
16. Only about half of my teachers are actually teaching Spanish.
17. TV helps relieve the pressure on teachers.
18. Most parents want us to be concerned with the basic subjects.
19. Most teachers do nothing but turn on the TV.
20. Teachers are negative because they lack training.
21. Secondary teachers are critical, not helpful.
22. The program should be improved or discontinued.
23. Children don't like Spanish.
24. Teachers and principals should not have a choice about participating in the program.
25. The effects of FL learning are not lasting.

26. FLES should begin in grade one.
27. TV schedule is hard to accommodate.
28. TV is not usable for some teachers.
29. Uninterested teachers use the "pressures" of teaching as an excuse.
30. The college education sequence should require FLES methodology.
31. The content of FLES is not adequate in the upper grades.
32. More Spanish to the "less crowded" junior-high program.
33. The lack of teachers makes FLES hard to administer.
34. Parents complain when teachers don't teach Spanish.
35. FLES should be taught before or after school.
36. The program is being followed in our building.
37. On the whole, most teachers, parents and children are enthusiastic.
38. There are always some teachers who oppose any change. They feel insecure, but usually fall into line later.
39. About the fourth or fifth grade, FL should become elective, assuming that it started in first grade.
40. Teachers who have made the effort to get proper training are to be praised.
41. Parents and children reflect the attitude of each teacher.
42. Too many principals have negative attitudes.
43. We need more equipment.
44. Third- and fourth-grade teachers are unhappy because the fifth- and sixth-grade teachers spoil the continuity.
45. Parents don't support the program.
46. The program is not adequately financed.
47. The junior high school stops the continuity.
48. The program is well planned, but there is room for improvement.
49. The central staff has given good help.
50. The higher the grade level, the more threatened the teacher feels.
51. The administration doesn't understand what it is like in the schools.
52. FLES does not serve individual growth, but only national needs.
53. A specialist program would be good, but it cannot be justified financially.
54. Principals are in the uncomfortable position of supporting the program against their better judgment.
55. It is better not to have FLES when the teacher is negative.
56. Limit FLES to grades 3-4, where it works.
57. Most of my teachers try.
58. The quality of other subjects is uneven,too.
59. There are signs of improvement in FLES.
60. Improvement is gradual, probably has to be.
61. Teachers who are interested <u>do</u> integrate FLES with other subject matter.
62. FLES is a success in the third and fourth grades.
63. The program has been good for <u>some</u> children.
64. Parents expect more than is possible.
65. An inservice course is needed in each building for a whole year.
66. The administration is relatively free of mistakes, but FLES is one.

Only a few of the thiry-six statements were decidedly negative, one of them emotionally and gleefully negative. The general tone was one of reasonable examination, and five or six were most positive and optimistic.

There is no doubt that most principals want more specialized help, whether in a fully specialized program or not. Most have strong reservations about the effectiveness of TV teaching, at least as it is most commonly done, and particularly in the upper grades.

As in the case of teachers, there seems to be little understanding of the educational values of language learning, other than the remote potential for bettering international understanding. Perhaps nobody has told them about the personal values, but, more likely, they have not been listening since the program was "imposed" on them ten years ago. That ghost keeps rising up.

At any rate, most principals would welcome some tangible assistance that would make teachers more sympathetic and the program more stable.

SUMMARY OF PARENTS' QUESTIONNAIRES

About one thousand questionnaires for parents were distributed among the elementary schools. Some did not use them; some requested more forms; some made more copies for themselves.

A total of 1406 usable survey forms were returned to the evaluation team, representing most of the Seattle elementary schools. The representation was not equal nor proportionate. One school returned over two hundred questionnaires. This could have severely biased the sample, but apparently did not, since this package showed the same distribution of attitudes as the whole sample.

Another possible source of bias was the highly selective distribution of small numbers of forms in some schools. In some cases it was obvious that faculty members themselves had completed the forms, uniformly expressing negative attitudes. This was apparently balanced, however, by an equally uniform selection for positive attitudes in some other schools.

There is no way to be sure that the sample is or is not a fair one, so that a rigorous statistical treatment of the survey would be foolish. Our observation of the geographical distribution of the responses, and our examination individually of all 1406 responses leads us to have a high degree of confidence in the survey.

Responses were sorted into six categories, as summarized below.

Positive 20%
Rather positive 29%
Neutral 9%
Mixed 26%
Rather negative 10%
Negative 5%

Under "positive" are included only those parents who praise both the idea of FLES and the Seattle program. Usually, they also indicate that their children are enthusiastic, and they typically include accounts of the progress shown by their children and descriptions of how the children use Spanish at home (games, songs, counting, at mealtime, teaching baby brother, etc.)

The "Rather positive" responses range from solidly positive attitudes downward to barely positive ones. In some cases the parents are enthusiastic, but say that the children are not. Some of these parents show that they are maintaining a positive attitude, but with some reservations about details. Typically, this category shows more check marks than written comments.

The "neutral" group are those who filled out the forms in a perfunctory fashion, leaving some blanks unfilled, and checking or commenting "no opinion" on the main questions.

The "mixed" category is really mixed. Often, on the same form some responses are quite inconsistent with others. Some are merely ambiguous. The vast majority of this group are parents who like the idea of FLES, but who are rather negative about the Seattle program. In a few cases, strangely, the opposite is true.

"Rather negative" is the mirror image of "rather positive," mostly check marks, with comments ranging from barely negative to definitely negative.

"Negative" means unmistakeably negative, toward both the idea and the actual program. The comments often are duplicates of negative comments by teachers. In some instances, they are written by teachers who, we suppose, are also parents. In many other instances, the most negative comments are written by semi-illiterate parents who want to get rid of frills and concentrate on the "basic" subjects.

Observations. A fair number of parents said that Spanish was spoken at home, either natively or as a language learned in school or college. All but one or two of these belong in the "positive" category, and most were very enthusiastic about the program.

A considerable number of parents commented that the program had gone well while the children were in grades three and four, but had taken a turn for the worse in the upper grades. Most of these had kept their positive attitudes, but some had not.

A great many parents said that their children were bored by TV. A smaller number praised TV and said they watched it at home.

An astonishing number of parents said that, until the survey form came, they had not known there was a FLES program. Most of these expressed positive attitudes, and much of the "neutral" category is made up of such parents.

In all categories, it was made clear that most parents had no communication with the schools about the FLES program.

A SAMPLE OF COMMENTS FROM PARENTS' QUESTIONNAIRES

1. Too soon. Should learn English and stress good writing.

2. I feel the time could be better spent on other subjects. Even the social studies curriculum does not stress South American countries now.

3. TV is unsatisfactory method of teaching. Spanish is not a basic requirement like Math, LA, Social Studies, etc. and should not be considered so. Drop it in elementary school.

4. I dislike this type of questionnaire. Under no.7: No value. Under no. 9: Yes--eliminated.

5. I feel that Spanish in the elementary grades as given at ----- is exemplary of the "better" education the children are getting (i.e. broad exposure with no depth). Under no.9: Remove from elementary grades. More concentration on English, Math, History.

6. I can't see any particular value in taking the language for 4 years and then most often dropping it in Jr. High. I feel the time used for Spanish could probably be put to more valuable use in something else.

7. Would rather see more time spent on Arithmetic, LA or such. Do not see any purpose in a Spanish lesson at the elementary level unless pupils are better stimulated towards this subject.

8. We are new to the Seattle school system. From what I understand, the Spanish is taught via TV. My fourth grader has learned very little from this approach. We were in another school system where our 2 daughters had regular Spanish teachers in the classroom and both feel they gained a fair amount from this teaching. However, I am beginning to have some reservations about the value of grade school Spanish. Our seventh grader came into this system after 3 years of grade school Spanish and one semester of 7th grade Spanish. She was put into a beginning Spanish class and is quite bored. Therefore, my conclusion is that grade school Spanish is a waste of time if the child is not allowed to progress beyond beginning Spanish in 7th grade when capable.

9. Other things more important.

10. The students are not ready for a foreign language at this age.

11. In a Spanish-speaking area (i.e. Southwest US) fine -- otherwise, not until Jr. High. In elementary school a "frill" -- in this area.

12. I feel that just teaching our children to read, write and understand our own language is enough for the elementary schools.

13. It is not well taught. It should either be well taught or dropped completely.

14. Interesting for some children but not really necessary at this level. Would prefer more LA.

15. I didn't know it wasbeing taught till this paper came home. Three other sons who have taken Spanish in Junior High are enthusiastic. The problem seems to be the TV presentation. A foreign language needs to have the personal contact between teacher and student as well as the lab equipment of recordings, etc. As taught in the elementary school it has destroyed my child's interest in the subject.

16. It is more important to get more English knowledge and if desired, to take a foreign language in Jr. or Sr. High.

17. Foreign Language requirements are not in favor at the University level.

18. Teaching a language is good, but I wonder if French, Latin or German might not be more useful in future years to the children. A special teacher should visit each room at least once (preferably twice) a week. TV isn't needed. I don't believe it has been a successful teaching media; at least for third grade and under.

19. Take away TV and get qualified teachers.

20. Should be taught by special teachers, fluent in Spanish.

21. How about it being elective. More important for them to learn English. I know Spanish and never use it at all. For most people Arithmetic and Lang. is more important.

22. If Spanish is to be taught in elementary school, I think it should be taught in the classroom and not as a television class.

23. Approve of the idea, but it seems to me the program really requires specialists.

24. Idea of FL OK, but why limit it to Spanish only? (And why Spanish?) Children don't seem to be deriving any benefit. Idea of program is fine, but I can't see results, so might as well drop it.

25. I would like it eliminated altogether. I think the time could be better used for subjects such as Math, Reading and spelling.

26. French would be more universal. I would like to see French taught in place of Spanish.

27. Time should be spent on reading.

28. Complete waste of time...classroom teacher must be fluent...THE ONLY THING MY CHILDREN HAVE LEARNED FROM THE SPANISH PROGRAM IS THAT THERE ARE OTHER LANGUAGES THAN ENGLISH.

29. If they start in 7th grade, they still have 6 years before they must show sufficiency for college entrance. No use for it in elementary. If it is carried on in elementary, either it should be done by all classes or not. Seems to be optional with the teacher...children bored, kills interest for later on.

30. Should be presented by a specialist to come to the school. Large units taught in auditorium and then breaking up into smaller units for study. Teacher must project enthusiasm.

31. Jr. High is time enough...so little follow-up...teachers have plenty to teach as is...can't learn Spanish by watching TV 15 min. There must be drill like in other subjects.

32. I think every elementary teacher would have to be sold on teaching Spanish and be proficient in it to have the program worthwhile.

33. TV no inspiration to the children. Too mechanized.

34. Students become disinterested becauseteachers are not qualified.

35. Once they start to learn Spanish it should be continued every year.

36. Before having Spanish she could not speak any FL. Now she is not only interested in Sp., but in several different languages.

37. Very important to have a FL other than our own. It should be as a regular class.

38. Stronger follow-up from grade school start.

39. Should start in the first grade and be continued in each grade as are Math and LA.

40. Enriches their outside reading. Son in 9th grade now reading IBERIA. Brings forth desire to travel and study in Spanish-speaking areas. Adds to students' interest in contemporary problems, i.e., grape boycott-migrant farmworkers in Yakima. Keep up the good work done by excellent teachers.

41. They should start it earlier.

42. More of it.

43. Start in the second or third grade and have it each year instead of only certain grades as it is now.

44. Would like to see it stronger.

45. If Sp. is discontinued I would hope they would have another language.

46. Needs to be studied every day. Start in first grade.

47. To our knowledge, at the grade 3 and 5 level, the methods used seem good. It appears as if the tape recorder and the"language machines" are intriguing devices, particularly for boys, and provide a live conversation approach which holds their interest.

CONCLUSIONS

A. Strengths of the Seattle FLES program.

1. The vast majority of school personnel and parents view FLES as an essential or desirable element in the curriculum.
2. In the large number of classrooms where the program is actively pursued, the level of accomplishment is generally good, and goals are being met.
3. The television lessons, when actively supported by personal follow-up, are effective.
4. The quality of help supplied by special personnel is excellent and well received by teachers, principals and children.
5. Parents generally support the existing program, especially when their children are in the classrooms where FLES is actively pursued.
6. Special adaptations of the program in various schools are generally effective and well done.

B. Weaknesses of the Seattle FLES program.

1. Poor morale among teachers and principals is adversely affecting a majority of classrooms.
   a. Principals who feel that the program was forced on them do not provide enthusiastic leadership.
   b. They foster negative attitudes among teachers and then make the teachers' participation optional.
   c. Teachers who are not adequately trained in Spanish or in teaching methods feel very insecure and inadequate.
   d. Teachers who try to use television lessons as a sole means of teaching find it ineffective and destructive of children's motivation.
2. The Board of Education has not given Spanish status as a serious subject, particularly in the matter of allotting time for it in the school day.
3. Most teachers and principals have only a superficial understanding of the purposes and theory of language learning.
4. The inservice training program has not been adequate in quantity nor in ready availability.
5. The number of specialist available to help teachers has been and is woefully inadequate.
6. Centrally-supplied supporting materials have not been available in sufficient quantity, considering the very real problems of the classroom teachers in finding time to prepare lessons.
7. Television lessons, though of good quality, are less effective at higher grade levels, becuase of children's habituation to the mediu medium, a lack of variety in the content, and the inflexibility of the schedule.

B. Weaknesses of the Seattle FLES program (cont.)

8. Children in low socio-economic areas are usually deprived of a chance to learn a foreign language, on the mistaken grounds the subject has utility only for the upper classes.
9. Communication between the administration and the schools is poor (partly for lack of special personnel.)
10. Communication between the schools and the parents of children is worse.
11. Communication between the elementary and the secondary schools is worst of all.

C. General Conclusions

1. The FLES program, as presently conceived, is essentially sound and potentially effective.
2. Critics of the present program are often quite wrong in their understanding of FLES theory and their views of what is required to change things for the better, but they are right in asking for a more serious treatment of the program.
3. Changes within the present framework could profitably be made in directions suggested by teachers and principals, particularly with regard to:
   a. Shifting some of the regular teaching load to specialists.
   b. Providing help toward individualizing instruction.
   c. Adapting to the special necessities of upper grade levels.
   d. Relieving classroom teachers of some of the most time-consuming elements of lesson planning.

RECOMMENDATIONS

1. An intensive program should be launched within the school system to convince teachers and principals that the program is worthy of continued development and can be effectively implemented or revised to meet FLES objectives. Teachers must be assured of the whole-hearted support of supervisors and principals in helping them resolve their problems. A close and consistent contact must be established with the administration so that teachers may have ready access to help when they first feel the need. Postponements and delays only lead to a malignant festering of rancor and resentment, more easily prevented than cured.

2. Once information with respect to goals and objectives of FLES, appropriate methods, techniques and materials has been disseminated within the schools themselves, psychic health can further be restored by going beyond the confines of the schools to inform parents and the general public. It would be revealing and inspirational to teachers to know how much positive support for the Seattle FLES program exists. One of the most disheartening facts revealed by this survey was the vast number of teachers and principals who are totally unaware of what parents think about the program. In far too many schools FLES has never been discussed for the mutual information and benefit of schools and public alike.

3. Immediate steps should be taken to remedy the lack of communication which exists among elementary, junior high and senior high school teachers of Spanish. A closer system of communication would eliminate much of the misunderstanding concerning FLES goals and methods and would contribute immensely to improved articulation of the Spanish program between levels. It is appalling how many elementary teachers confess that they do not even know a junior or senior high school Spanish teacher! In working towards greater cohesiveness among Spanish teachers of all levels, principals and counselors could contribute no small part. They should be equally informed of FLES goals and the need for better articulation between levels. At the present time, recommendations for the continued study of Spanish in the upper grades seem to be made rather arbitrarily by elementary principals whose personal prejudices too often decide against a continuing program, or by teachers who are not at all involved in the teaching of Spanish.

4. Spanish should be afforded equal status with other subjects in the elementary curriculum by assigning an official time-slot for Spanish during the school day. The administration should make it crystal clear to all elementary principals and teachers that the responsibility is theirs to implement a well-organized Spanish program in grades three thru six. However, in so doing, the administration should not be unwilling to accept local-option programs, provided these are kept consistent with FLES goals and are organized with the help of FLES consultants approved by the administration.

5. Sufficient numbers of FLES consultants should be provided so that a Spanish consultant could be made available at least once a week in all classrooms in which Spanish is taught. One of the greatest strengths of the program is the service rendered by the consultants, all of whom received grateful expressions of praise from teachers and principals alike. It is envisioned that the class per week taught by the consultant would be one of the best means of providing in-service training without infringing on time outside the regular school day. In such case, the classroom teacher, of course, can only benefit from the experience by remaining in the classroom while the consultant teaches. The mere presence of the consultant in each class once a week would automatically overcome some of the harsh feeling that teachers have expressed with respect to lack of administrative help in solving their classroom problems.

6. When psychological health has been restored among FLES teachers, it is recommended that a more ambitious in-service program be designed to reach on a regular basis every teacher needing such a course. This can partially be achieved economically and without requiring unreasonable inconvenience and loss of time for teachers through the accomplishment of recommendation number five. Nevertheless, it is felt that a good strong in-service program should include a Spanish language course geared especially to the needs of the FLES teacher. A special course of this kind, with stress on both methods and language should in time diminish some of the feelings of inadequacy and frustration expressed particularly among fifth and sixth grade teachers.

7. It is strongly recommended, in light of the extreme need, that the administration take measures to provide an adequate supply of appropriate materials for teachers of all levels in each building. In line with this, a work-room for Spanish teachers who should, ideally, be granted released time for preparation, should be provided in each building where Spanish teachers can work together to seek solutions to their common classroom problems.

8. The administration should explore the possibility of providing a special Spanish program within the framework of the newer un-graded schedules. In some buildings there seems to be a willingness to proceed experimnetally provided some encouragement is lent from the administration. It is strongly felt that where they are done well and soundly, local options should be given impetus.

9. The administration should resist the tendency to make FLES a selective or elective subject. Proper dissemination of information with respect to the underlying philosphy of FLES would of itself dispel notions that any special group of children benefits more than another from the study of a second language.

10. The school district should make an official plea to teacher-training institutions to require at least minimal training in FLES theory and practice in courses leading to certification at the elementary level. Obviously , the desired result of this recommendation depends upon other institutions, and, of course, this is a plea that has been made before. Still, it should be made again.